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ABSTRACT

This document begins by detailing the history of Nigerian television in the areas of politics and development, entertainment and culture, and information dissemination, news, and education from 1959 to the present. The use of television in Nigerian education at all levels, including elementary and secondary, higher, informal, and nonformal education, is then discussed in depth. Particular issues addressed are the extent to which educational television--open circuit educational television broadcasts of state and network stations--is being utilized to enhance learning and instruction in pre-primary through secondary schools and in teacher training colleges; video applications in Nigerian education; and barriers to the use of educational television in Nigeria. Tabular analyses of typical television broadcasts are also provided, as well as discussions of the limitations of broadcast television and characteristics of video television and their implications for learning. In addition, a number of problems with educational television that are linked to Nigeria's level of development and poverty are presented, including: (1) paucity and erratic nature of electricity; (2) high cost of television sets; (3) limited ownership of videos; (4) limited equipment repair services; and (5) lack of technical training programs. The report concludes by recommending that Nigeria not pursue additional applications of television, e.g., interactive video, until the country is economically ready for it. (15 references). (CGD)

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UTILISATION OF EDUCATIONAL TELEVISION IN NIGERIA:

FOR COSMETICS OR FOR EFFECT?

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UTILISATION OF EDUCATIONAL TELEVISION IN NIGERIA:

FOR COSMETICS OR FOR EFFECT?

Abstract

Television was originally designed as a medium for entertainment and information dissemination. It later became a viable tool for learning and instruction for all ages. The history of television in Nigeria dates back to 1959 when the first station (WNTV) was proudly called "first in Africa". The glamour of this new technology has come and hopefully not all gone. 'Vestiges' of television remain in education and the questions being raised in this paper are a) To what extent is television being utilised in learning and instruction? b) At what levels in Nigerian education is television prominent and what is the extent of its effectiveness? c) What are the causes of apathy towards educational television and how can these be overcome? The experience in Nigeria will have implications for other developing countries in their preparation for the new interactive video technology which has such a great promise for learning and instruction at all levels.

Background

The history of the medium television, can be traced to as far back as the late 1920's with John Baird's and others' experiments with the large-screen theatre television that later received industrial attention in the late 1930s. The late 1940's marked the beginning of network television in America (Boddy, 1986). The first television station in Africa was set up by the Western Nigeria Government under the Premiership of Chief Obafemi Awolowo in 1959. The name of this first television house was the Western Nigerian Television (WNTV) located in Ibadan. It enjoyed the privilege of being the "First in Africa" and indeed coined this as its first slogan, motto and popular jingle. The old Eastern Nigeria under the Premiership of Dr. Nnamdi Azikwe followed subsequently by establishing the second television station as the Eastern Nigerian Television (ENTV) in Enugu. The ENTV,

unable to lay claim to being "first in Africa" or in Nigeria, coined "Second to none!" as its slogan. The Northern Region under the Premiership of Sir Ahmadu Bello followed, by converting the Radio Kaduna to the Radio Kaduna Television (RKTV). Thus all three regions in Nigeria had their separate autonomous television stations. In 1967, Nigeria became a 12 state nation. The number of television stations consequently rose to nine and thereafter, with the 1976 creation of more states, Nigeria became 19 states and all states eventually had separate television stations. In order to avoid the imminent political abuse and misuse which may lead to national disintegration, a Nigerian television network was established and all 19 stations were brought under an umbrella as the Nigerian Television Authority (NTA) through a Military decree number 24, of April, 1977. For management ease, the 19 stations were divided into six zones. The Federal Government has 100 per cent ownership and control of the NTA television stations (Mgbejume, 1979).

Between 1979 and 1983, a period of civil rule, five other television stations were established within those States controlled by the Unity Party of Nigeria (UPN). These stations are Oyo (TSOS), Ogun (OGTV), Lagos (LTV), Ondo (ODTV) and Bendel (BDTV). It is important to state that in Nigeria, all television stations (new and old) are first and foremost, vehicles for political propaganda. The Federal Government, which is the party in power, controls the NTA network while the state owned stations take orders from their State Governments.

From the foregoing, the evidence is abundant that the television in Nigeria serves many purposes. First, is the cosmetic purpose and in support of which Ajayi-Dopemu (1985) wrote that one of the purposes in setting up the first (TV) station was the enhancement of regional "pride and prestige". Further, Mgbejume (1979) stated that "television and film are luxuries in most parts of Nigeria" and Boddy (1986) presented television as an aesthetic as well as a cultural object. Second, it is an effective tool for promoting culture. Third, it is an organ for fostering unity, and neutralising ethnic

imbalance. Fourth, it is a reliable vechicle for disseminating information (news) and entertainment. Fifth, it is used for mass education and especially so now that the country has embarked on a 10-year campaign to ensure that by 1992 all Nigerians will be literate. Finally, the television is a prime tool for national development. Table 1 presents a typical day's broadcasting from four Nigerian television stations from which such information is available. of four stations selected on the basis of availability and no other criterion.

(TABLE 1 ABOUT HERE)

Television in Nigeria

Historically, the pioneers of the introduction of television into Nigeria had in mind laudable goals which can be categorised into three broad areas as follows:-

a) Television in Politics and Development

b) Television in Entertainment and the Promotion of Culture

c) Television in Information Dissemination, News and Education.

a) Television in Politics and Development

The dramatic growth of the television industry in Nigeria provides evidence which confirm its prestige and affluence symbolism. It started with one station then increased to four, twelve, nineteen and twenty five stations with another in Abuja Federal Capital Territory by 1983. The broadcast medium had for a long time been used as a veritable political weapon by Governments even before Nigeria's Independence. The very first television station, WNTV was born as a result of the Western Region Premier, Chief Awolowo's denial of a radio broadcast privilege in response to crucial political issues by the Federal Government. In Nigeria, as well as in many developing countries, the relationship between the mass media and politics is such that information flow is Government "controlled". The political party in power dominates the news often at the expense of rival political parties who may get blanked out completely.

The air times are programmed to favour the political party in control

Table 1: Typical Television Broadcasts of Four Nigerian Stations

IBADAN NTA STATION (1)		ILORIN NTA STATION (2)		KADUNA NTA STATION (3)		ABEOKUTA STATE OWNED STATION OGTV (4)	
PM		PM		AM		PM	
3.00 Instuctional Television	*	3.00 Instructional Television	*	9.00 Sesame Street		2.30 Test Pattern	
3.30 Break		4.00 Schools Debate	*	10.00		3.00 Station Opening	
4.30 First Report	o			10.00 Chemistry		3.30 Isiti	C
4.35 Ilorin Lorefe	o			10.20 (Secondary & TTC)		4.00 Busy hands	D
4.40 Inside the papers	o			10.30 Primary Science		4.30 News from the States	o
5.00 Children's playtime	E	5.00 Band Street	E	10.50 (Lower Primary)		4.50 P.P.A	
5.30 Science and creativity	*			11.00 Biology		5.00 What Career	*
6.00 Melting Pot	D	6.00 Gbelegbo	o	11.20 (Secondary & TTC)		5.30 Awarawa	C
6.30 Kaaro Ojiire	C	6.30 Sports Report	o	11.30 Integrated Science		6.00 New Talents	E
7.00 Koko Close	E	7.00 Ilera	*	11.50 (Lower Sec. / TTC)		6.30 Irohin Agbaye	o
7.30 Views and Reports	o	7.30 News Desk	o			6.50 P.P.A.	
8.00 Newsweek	o	8.00 New Somanja	E	PM		7.00 Another Life	E
9.00 Network News	o	8.30 New Masquerade	E	12.00 French		7.30 Eje Ka jo	C
9.30 Oro Iyanju Toni		9.00 Network News	o	12.20 (Upper Secondary)		8.00 Kootu Ibile	E
9.40 Iroyin Lekunrere	o	9.30 News Translations	o	12.30 Better to be together		8.30 OGTV World News	o
10.00 Family Menu		10.00 Platform	D	12.50 (Upper Primary)		9.00 Network News	o
10.30 Food Basket	D	11.00 News Cap	o	4.00 Sesame Street		9.30 P.P.A.	
11.00 NTA Newscap	o	11.15 Vander Valk		5.00		9.35 Oyin Adejobi	C
11.15 Wrestling	E	12.10 News at Closedown	o			10.30 700 Club	
						11.00 Movie	E
						12.00 News at Closedown	o

Programme Coding Key

* Educational Programmes
o News
E Entertainment
C Culture
D Development

Scources 1,2 & 4 are culled from from Nigerian Tribune, Thursday 20th March 1986.
3 is culled from Ajayi-Dopemu (1985) pp 118

of stations and coverage of events in the communities are also biased in its favour. The utilisation of television in politics and developments is one which seems to interlock with many other applications of the TV medium. Desaulniers (1986) has covered television and nationalism in detail and presented it as an agent of culture, socialisation, communication and knowledge acquisition (learning and instruction).

In developing areas, where the rural-urban differences are great, television is used as a prime mover in national development. It is a tool for the mass dissemination of information in development. It is used in raising the level and extent of participation of citizens in political activities. In the agrarian communities, television is used for increasing peoples' awareness of economic activities, disease control approaches for farmers, processing techniques and sales of farm products. In a multi-ethnic society like Nigeria, television is used to increase understanding among ethnic groups thereby fostering peace and unity in the nation.

Apart from the simultaneous transmission of information to all citizens, literates and illiterates alike, the role of television in implementing development programme campaigns is tremendous. Below is a list of some very important development projects which were made possible with the vital support of television:

a. War Against Indiscipline (WAI), 1984
b. Currency Changes, 1984 & 1971
c. National Elections, 1979 & 1983
d. Green Revolution, 1980
e. Operation Feed the Nation (OFN), 1976
f. Change to the Metric System, 1973
g. Change to Right Hand Road Traffic System, 1973

These were successful development programmes achieved through feature programmes, news items, jingles, drama, and public service announcements on television.

b) Television in Entertainment & the Promotion of Culture

Entertainment and Culture in this paper are used to denote the aspects of TV broadcasting which provide relaxation and fun using materials which may be 'native' to the Nigerian local environment, tradition, custom, norms and practice of the people.

The Entertainment function seems to be one of the primary goals of televsion which the typical daily programming of the stations in Nigeria tries to satisfy. Through the use of the local and supplementary foreign entertainment programmes, stations are able to satisfy their viewers. Festivals and traditional activities which come up from time to time in different localities and tribes provide hours of fun and laughter for viewers. Local artists are commissioned to stage plays and drama on a regular basis. Through these coverages Nigeria's cultural heritage is promoted and continuity, in terms of year to year celebrations, is sustained and transmitted from one generation to another. The stations' archives keep the television audiences reminded about the traditional events and activities through their repeat broadcasts. The culture is thus sustained and promoted. A look at the broadcast analysis (Table 2) reveals that the culture (C) and entertainment (E) components rank next highest to the news segments.

c) Television in Information Dissemination, News and Education

Television, like radio, represents an effective means of effecting change of behaviour. From a definition of learning by Gagne (1977), it becomes difficult to draw a line between 'information dissemination', news and education as all three have the potential for changing behaviour. When a new practice is in force in agriculture, the extension services division disseminates information to farmers. Day to day happenings in a community, national and international reports are brought to citizens as news items. It seems reasonable to categorize the type of learning which takes place from information gleaned from public information or news items as informal education (where non-formal education represents the continuing, adult and

flexible type of education which may or may not be based on any rigid curriculum and formal education is the rigid, structured, curricular-based and in-school programme).

Television represents a versatile medium for coping with the three types of education (informal, non-formal and formal). It's advantages had been highlighted by several authors and researchers in the field (Kent, 1969; Costello and Gordon, 1965; Lesser, 1977 and Schramm, 1977) and include:

1. It's ability to accept, use and modify all other audio and visual aids for its own purposes.
2. It's representing a glamorous and up-to-date medium readily accepted by children.
3. It's capability to gain and sustain the attention of viewers as evidenced by the creative commercial advertisements.
4. It's advantage of "immediacy and reality" which makes it superior to films.

Let us then consider in depth what we mean by 'television in Nigerian education'. It is certain that most of television viewing has some educational component and implications no matter how small. From the definition of learning proposed by Gagne (1977) it can be viewed as a change in behaviour or dispostion which is not ascribable to growth or maturity and which can be retained over time. Consequently when an individual watches a television programme some learning is invariably occuring as new information is either being acquired or some exisiting knowledge is being consolidated. Further, Gagne and Briggs (1974) and Bloom et al (1956) have proposed taxonomies of learning which include intellectual skills, cognitive strategies, verbal information, motor skills and attitudes (affective skills). Whichever way television viewing is considered, at least one of these five types of learning is present, at any given time and in any given context.

It may be argued that perhaps it is difficult to justify the motor skills component since television is impersonal and sometimes passive. However, TV series in physical education and other psychomotor domains

have been successfully executed. Specifically, educational television in this paper refers to its curricular application to promote learning and instruction in formal and non-formal education. All other educational ends which television satisfies are classified as informal and non-curricula related.

As expensive a venture as the television industry was between (1959 - 1961) the pioneers, especially the Western Region Government, did one thing to education which must always be acknowledged by the Nigerian educators. It installed a television set in many secondary schools in the Region (if not all) and provided a generator for operating them. Indeed, this must be regarded as a landmark and the beginning of educational technology (educational television inclusive) in Nigeria. I remember this vividly because my alma mater (Fiditi Grammar School) was one of the schools that benefitted from this noble gesture of the Western Region Government. At that time there were periods set out on the school programming for viewing educational television broadcasts. Students enjoyed watching these programmes and learnt from them, probably because of the novelty of television in education and not necessarily because of its soundness in instructional design technology. Even in advanced countries at this time educational or instructional television was still at an experimental (formative) stage (1959-61).

The differences between educational television (ETV) and instructional television (ITV) in Nigeria have been drawn by Ajayi-Dopemu (1985). What is relevant to this paper is the fact that ITV in Nigeria is synonymous with closed-circuit television (CCTV) facilities of Universities and Institutions, the in-house television programming for restricted broadcast purposes and the video television facilities of Educational Technology Resource Centres. ETV therefore refers to the open-circuit educational television broadcasts of television stations (State and Network Stations). The question of "to what extent is the television being utilised in learning and instruction?" is therefore ripe for consideration.

Extent of Television Utilisation in Nigerian Education

It seems convenient to view the utilisation of television in Nigerian education from two broad perspectives of breadth and depth. By breadth, I intend to consider 'how much', 'how far' or 'how wide' is the TV coverage. By depth, I intend to appraise the 'extent of use' within each existing category of use.

It becomes necessary to identify an appropriate approach which can provide the springboard for considering depth and breadth. The tabular approach presents an answer to 'how wide' (breadth) the coverage is, especially with respect to the open circuit television broadcast system. However, the extent of utilisation is not apparent from glancing at table 1. Extent of use based on the school curricular (depth) will be considered instead through analysing video tape coverage.

As mentioned previously, Table 1 presents a typical daily broadcast of four stations in Nigeria, three of which belong to the NTA system and one which is state owned. Two of the NTA stations (Ibadan and Ilorin) reveal a clear picture of a typical mid-week feature which starts at 3.00 pm and ends a little after mid-night. A typical complete programme of the Kaduna station is not available, however, the evening programming is a resemblance of the two-sister NTA stations (Ibadan and Ilorin). The State owned Abeokuta station (OGTV) is also similar in broadcast periods and programming with the Ilorin and Ibadan NTA stations. One departure from the normal trend in the typical layout on table 1 is that the Kaduna station is the only one with both morning and afternoon schedules (AM andM). Several of its programmes have direct relationships with formal education at the pre-primary, primary, secondary education and teacher training college (TTC) levels. Carrying the analysis further, the programming schedules for the other three stations start between 2.30 pm and 3.00 pm, a period when schools are closed and pupils are either on their way home or just getting home to rest. Conclusively it can be said that it is only one station (Kaduna) that caters for the pre-primary

(nursery) children, primary (lower and upper classes), secondary (lower and upper classes) and the teacher training Colleges (TTC). Other stations also broadcast the popular programme - Sesame Street on their earlier evening slots although not on this particular day selected for analysis. Other stations have morning broadcasts usually on Saturdays. However, these are not entirely devoted to education as in the case of Kaduna NTA.

A further analysis of Table 1 has been done and programmes have been grouped into various categories as culture, news and reports, entertainment, educational and development. This analysis is presented as table 2. It is important to note that not all programme items fit under these five categories which have been considered in this paper, for example, public service and the commercial slots are not included in this analysis. In addition the NTA Kaduna does not have its full typical programme layout represented (apart from the educational component.

Table 2 Analysis of Typical TV Broadcasts shown on Table 1

	STATIONS			
Types	1. Ibadan	2. Ilorin	3. Kaduna	4. Abeokuta
Culture (c)	1	0	NA	4
News (O)	8	8	NA	5
Entertainment (E)	3	3	NA	3
Educational (*)	2	4	8	1
Development (D)	2	1	NA	1

NA means Not Available because it is culled from a different source (Journal, not in the daily newspaper).

Analysis represents the author's categorisation of broadcast items. Other limitations of the broadcast television and their implications for learning are summarised in table 3.

Table 3: Limitations of broadcast television and implications for learning.

Broadcast Television Limitations	Implications for Learning
Fixed schedules	Fixed time to view
Scarcity of Time	Limited response to material
Ephemeral	Non-repeatable and non-retrievable
Continuous	Fast pace of presentation which leads to thinking "on-the-run"
Aimed at target viewer	No room for individual differences in pace and content
One way communication	Lack of interaction with the television teacher or real teacher in the learning process

Video Applications in Nigerian Education

It seems obvious from the foregoing analysis of the Nigerian television stations' programming that the open circuit television cannot be supportive of education in Nigeria. One alternative is the establishment of educational broadcast stations in the form of the BBC Open University and the ITV in Britain or the Educational Broadcast Stations in America. Until this is done in Nigeria the applications of television to education will continue to be severely restricted. In the recent past, a move was made which would have led to the establishment of a television broadcast station. The establishment of the National Open University of Nigeria was a step in the right direction but had to be temporarily shelved because of the poor

economic situation. It is hoped that an Open University Broadcast system will broaden the scope of television application in Nigeria, if only at the higher education levels.

An alternative which has been extensively explored is use of the video technology in place of the open circuit system. The video has many characteristics over the broadcast television system.

Table 4 shows the characteristics of the video recording system and its implications for the learner as well as the teacher.

Table 4: Characteristics of Video Television and their learner implications

Video Characteristics	Learner Implications
Available when required (flexibility)	Convenient
Start and Stop facilities	Integration with other media
Hold-frame facility	Analysis of detail
Editing facility	Selectivity
Only two main components (video and monitor)	Portability

The characteristics and implications above make the video technology especially suitable for education in Nigeria. It is also possible, after due congnisance of copyright requirements, to record television broadcast materials for later classroom use. Through this flexibility, video use is presently being widened in Nigeria. Both schools and homes can now benefit from educational television broadcasts thus increasing the scope of its application.

At present, only few institutions and homes have the video facilities partly because of the high cost and more so because of the inherent infrastructural limitations with regards to electricity supply in the

rural areas. At the lower educational levels, (pre-primary-nursery, primary and secondary) it can be said that the schools which have the video facilities are either fee paying or thosethat have had it donated to them by the Parent-Teachers' Association or philanthropists. There may be only a fraction of one percent of these schools throughout the nation. It is evident, therefore, that the extent of utilisation of television at this levels may be regarded as negligible. As earlier presented, TV and school programmes are out of phase. School hours are from 8.00 am - 2.00 pm and TV stations open at 3.00 pm on weekdays (except the of Kaduna NTA as shown on table 1). Consequently there is very little direct impact that television has on formal education. The kind of education that occurs through the television (open circuit) can at best be regarded as 'incidental' and informal.

Television is perhaps better utilised at the higher education levels in Nigeria Universities, Polytechnics and Colleges of Education through the video technology possibilities. Pre-recorded educational video tapes are purchased, new tapes are recorded for teaching and the teacher education programmes utilise it for the microteaching segments in their courses. It is only at the higher education levels that the television (video) has been fully utilised as a viable tool for learning and instruction.

Regarding the extent of use, at these higher levels (ie Colleges, Polytechnics and Universities), one determining factor is the amount of funding made available to institutions. A few institutions have the closed-circuit television facilities (CCTV) as in the case of the Universities of Ilorin, Ife, Zaria, Lagos and a few Colleges of Education such as Abraka and Adeyemi. Other institutions have modest resource centres or educational technology centres with video units for lecturers use only.

Recently, it has become difficult to keep many of these centres going because of the economic situations of Nigeria and other problems of sustaining technology. The next section discusses reasons why the

television medium has not been exploited as it should have been and how this has engendered the apathy towards the use of television in education.

Problems of Educational Television in Nigeria

Literature on educational television in developed countries shows quite comflicting evidence of its overall success (Morrison 1985, Gutheridge, 1979,; Horley, 1981 and Schramm, 1977). In Nigeria, the paucity of research in educational television makes it difficult to furnish empirical research evidence on its effectiveness. The utilisation of television in education is plagued with many problems which accounts for the apathy towards its application on a large scale in schools. Many of these problems are linked with Nigeria's level of development and poverty.

At present, the ownership and use of television in any form (education, news or entertainment) is restricted to the urban areas where there is electricy. The plan for rural electrification is in the making and until it becomes a reality the use of television will continue to elude such areas. Also in the urban areas, the erratic nature of electricity power supply makes it difficult to rely on its being available and stable for use when needed.

The high cost of purchase in Nigeria makes it difficult for many homes and schools to be able to afford television sets. Even in urban areas, with requisite infrastructures, it is estimated that no more than one out of one hundred homes can afford a black and white set and probably one out of one thousand homes may be able to afford a colour set. In a recent publication Ihebuzor (1986) reported that a 20in colour television set costs roughly £900.00 (£1350.00) and a good 12in in black and white television set costs £120.00 or (£180.00). In a country where the GNP is very low and where the cost of living is high one can imagine how many will be able to afford such 'luxury' as well as cope with the high service cost in the event of any breakdown. Consequently, only the rich can afford it and in an egalitarian

society education is never for the rich alone.

The extent of video television use in education has been presented previously, however, considerations have not taken into account the domestic applications which have some educational implications. This is deliberate because of the more restricted ownership of video facilities in the Nigerian society. Again, for lack of any empirical (research-based evidence) it may be estimated that one in five thousand homes in urban areas has the video tape facilities. To this extent, its application in education in homes is negligible. Even in formal education, sustained with public fund (tax) video application is restricted to the higher education levels where also it is becoming increasingly difficult for their educational technology centres to keep equipment functional.

The reasons for the threats to the existence of educational technology centres are not far fetched. Spare parts to repair the television, video and other equipment when they break down are not readily available and when they are found, (after desperate search) the prices are exhorbitant. Further, in these days of technological explosion, the rate at which equipment models change (circuits and configuration) technicians' experiences become easily out-dated. It thus becomes necessary to retrain and up-date their knowledge in line with the new technologies to be able to maintain equipment. The problem here is that there is no regular scheme to up-date technicians. The other aspect is that the technician may not often be aware of 'his' limitations hence "fiddles" with the new model using the obsolete method until a major damage occurs to the equipment, thus contributing one more addition to the 'museum of broken down equipment'.

The problems highlighted above are not peculiar to Nigeria alone. Many developing countries, with characteristics similar to Nigeria have similar problems. One way out of this problem is to reassess the wisdom in the utilisation of television (open or closed circuit) in education. Rather than winding up with a museum of high technology instructional media, the recourse maybe to low cost educational

technology which has the characteristics of a) relevance of instructional materials, b) effectiveness of instructional approach, c) cheapness in material development, and d) simplicity in design and application. It is the opinion of this author that developing nations should not be in a hurry to subscribe to 'high technology' instructional media. The stage of a nations development should dictate the technology they can subscribe to.

Planning for education on a long term basis is one way of avoiding waste of funds on introducing educational innovation (equipment) in the form of television gadgets in developing countries. It seems to cost more to SUSTAIN than to PURCHASE technologies especially in terms of personnel and spareparts. The issue of software and support materials development has been deliberately avoided in this paper. However, it must be said that the technology for instructional television material development is yet at its formative stages in Nigeria. Television application in micro-teaching in teacher education programme is probably its most significant use in Nigeria.

Interactive Video in education is becoming increasingly popular in developed countries. Familiarity with the potentials of a simple video system will be an advantage in exploring the new interactive video technology. Interactive video is no doubt high technology and developing nations seeking this technology must ensure readiness in terms of personnel, availability of machines, spare parts, and most important of all, infrastructural requirements.

Many people describe interactive video (IV) as merely a combination of micro computer and the video system (video recorder/player and monitor). Interactivity has been described by Gasjeski and Williams (1980) as a behavioural concept and an instructional style more appropriately defined by the outcomes of the technology for the student and instructor. The main focus of IV is 'interactivity'. Before this could be accomplished, appropriate, relevant and effective softwares are needed by way of tapes, discs and computer programmes. In countries where 'appropriate', 'relevant' and 'effective' software

are not available on a long term basis in local environments it will be unrealistic to subscribe to IV.

Conclusion

This paper has presented the development of television from the first television station to its expansion to all 19 states, the Federal Capital Abuja and four States in Nigeria. Its appplication to education has been described to include the formal, non-formal and informal education. Levels of application have been presented to span the primary, secondary and higher education with more conscious, curricular related applications at the higher education level. The causes of apathy (restricted application) have been linked with Nigeria's level of development, poverty and the general infrastructural problems. One proposal for coping with the problem is the reappraisal of Nigeria's readiness to accommodate the television technology to the fullest. Instead of using the television in education for the cosmetic purpose (which is expensive in the light of the present economic situation in Nigeria and the world recession) it may be best to continue its use at the present level of application in education until we are economically ready for it and can go a step further by investing in the new interactive video technology which is an effective and efficient learning technology albeit expensive.

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